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AUTHOR Fox, Sandra M.; Singletary, Ted J.
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ABSTRACT

A description is given of a teacher induction seminar designed for preservice student teachers and required by the teacher training program at the University of Wisconsin-Parkside (Kenosha, Wisconsin). The seminar, called "Discipline and Classroom Management," focuses primarily on the assistance/support model of beginning teacher induction. The goals of the seminar are to: (1) develop a psychological support system for the new teachers, focusing on self-perception and attitudes likely to result in increasing commitment and retention; (2) assist the development of methods for solving problems, especially in the areas of classroom management and discipline; (3) help new teachers develop skills necessary to transfer pedagogic theories received in preservice courses into appropriate teaching practices; and (4) provide experiences that help develop professional attitudes and analytic and evaluation skills. This approach to the design and organization of induction seminars emphasizes reflection as a key to problem solving. The instructors act as facilitators in group situational analysis and as questioners to guide individuals toward self-evaluation. The seminar includes many small group activities that provide opportunities to apply analytic skills and discuss implications of theories and practices. Films on discipline and management practices are used, and additional perspectives on the role of teachers as professionals are provided by resource speakers. (JD)

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SOME DEDUCTIONS ABOUT INDUCTION

Sandra M. Fox, Ph.D.
Ted J. Singletary, Ph.D
University of Wisconsin - Parkside

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Abstract

Induction programs for new teachers are generally intended to ease the transition from student teaching to full and continued participation in the teaching profession. Such programs seem likely to be of increasing importance because fewer new teachers start each year in any particular school or school district, which reduces the available psychological support and the need for school or district "new teacher" programs. Teacher induction programs usually fall into two categories. One model is concerned with assessment of observable teaching skills or has external evaluation as a primary goal. The other model is directed toward providing support and assistance with the intent of developing reflection or internalized evaluation as a primary goal. The authors' experiences in teaching student teaching seminars, both individually and together, provide a basis for making some recommendations for the goals, staffing, organization, strategies, and materials for an induction program seminar which is primarily concerned with an assistance and support model.

The following have been identified as reasonable goals for an induction program seminar.

1. Developing a psychological support system for the new teacher, focusing on self-perception and attitudes likely to result in increasing commitment and retention.

2. Assisting the development of acceptable methods for solving problems which typically confront new techers, especially methods of classroom management and discipline.

3. Helping new teachers develop the skills necessary to transfer the pedagogic theories received in pre-service courses into appropriate teaching practices.

4. Providing experiences for new teachers in which they can begin to develop professional attitudes and the analytic and evaluative skills necessary to maintain a high level of proficiency in a continually changing profession.

This approach to the design and organization of induction seminars emphasizes reflection as a key to problem solving. The instructors act as facilitators in group situational analysis and as questioners to guide individuals toward self-evaluation. The seminar combines teachers of all grade levels and subject areas, which contributes to analysis from a range of perspectives, as well as providing a valuable psychological support system. It is important that the seminar instructors have a wide variety of teaching experiences, content competencies, and firm bases in the literatue and theories of effective teaching. To accomplish this team teaching is recommended. The use of "master teachers" as co-instructors is an important program component.

The seminar includes many small group activities that not only enhance a sense of cohesion, but also provide opportunities to apply analytic skills and discuss implications of theories and practices. In addition the small group activities help to reduce feelings of isolation common in teachers.

Because most of the identified problems and concerns of new teachers seem to be related to aspects of classroom management, films on discipline and management practices are used. These films serve both as information sources and as a focus for discussion and comparison of the various theories.

Additional perspectives on the role of a teacher as a professional and an essential part of the community are provided by resource speakers. Resource speakers include school and district administrators, mentor or "master teachers", union representatives, and university consultants in various subject fields.

This teacher induction seminar focuses primarily on the assistance/support model with the intent of developing career-long skills in reflection and self-evaluation skills typically indicative of a "master teacher." It is designed to provide the first year teacher with guidance, support, and skills for reflection needed to make a smooth transition from student of teaching to the profession of teaching.

SOME DEDUCTIONS ABOUT INDUCTION

Introduction

The teacher training program at the University of Wisconsin-Parkside can be characterized by its commitment to create a blend of educational theory, methodology, and practical field experiences. There is also a strong commitment to select and nurture students who will become proficient, competent, and psychologically secure teachers. One of the most important components of the program is the student teacher seminar.

During the student teaching semester, students are required to take a seminar course called "Discipline and Classroom Management." This course was developed when student teachers indicated a desire to talk about experiences, concerns, and problems associated with their placements with others going through similar types of experiences. It has become a valuable part of the transition period student teachers experience in moving from student to teacher. The seminar was designed to provide assistance and support during this crucial time.

It should not be inferred that discipline and classroom management are not mentioned during the pre-student teaching education courses. While theories and principles are introduced and discussed throughout the pre-service courses, the lack of opportunity for extensive application makes them merely academic subjects with little meaning. During student teaching, as in the first years of teaching, there are numerous opportunities to observe, to apply, and to analyze the effects of various discipline and management techniques. The development of the evaluative and analytic skills is as important as the ability to apply appropriate discipline measures.

Because most of the problems and concerns during the student teaching semester center around discipline and classroom management, the student teaching seminar took management as its general focus. The course meets one afternoon a week on campus. Enrollment is limited to student teachers, who receive released time from their school placements to attend. This is an important aspect of the course as students feel freer to discuss problems and concerns away from the school placement setting. The afternoon meeting time allows students to leave the school setting while they are still fresh and involved which is in contrast to an evening time when they are often too tired to benefit.

The seminar has historically been a credit/noncredit course with few requirements other than attendance and participation. Students keep logs or journals of experiences and their reactions to them. These logs are shared with the course instructors several times during the semester.

All students enrolled in student teaching during a given semester are included in the management course. As a result there may be art, music, elementary, kindergarten, junior high or middle school student teachers, as well as secondary student teachers certifying in a variety of subjects included in any one semester. Obviously, there is a variety of concerns.

PROGRAM COMPONENTS FOR STUDENT TEACHER SEMINAR

Establishing Relationships

During initial class meetings time is provided for interactions which will allow students to become acquainted with one another. This is an extremely important aspect of the seminar and it is necessary to provide opportunities early in the semester which will encourage a non-threatening comfortable atmosphere.

Students are divided into small groups and directed to find partners to interview. After time has been allowed for a relaxed exchange, partners introduce each other to the small group. The group members are free to ask questions or to make comments to the interviewer and the interviewee, i.e. "I'm teaching second grade too. What math text are you using?" The small group situation contributes to a free exchange and helps the participants become more familiar with each other. The instructors can move from group to group or remain in one group for the duration of the interview and introduction process. After the initial group has had a chance to complete interviews and introductions, new groups can be formed and the procedure repeated. Groups can be formed on a random basis, according to grade level, subject taught, etc.

Throughout the semester students are given opportunities at the start of class to share experiences and concerns. Sharing sessions might include problems associated with the addition of new class periods, concerns associated with the increased work load, or difficulites in communicating objectives to the cooperating teacher. Generally, the sharing sessions are structured to ensure an open, positive problem solving environment. Structuring is accomplished by having the instructors suggest a theme or topic for the sharing session. The intent of the structured exchange is to encourage reflection and analysis of the related situtaion. Sometimes unstructured discussions tend to lapse into individual complaint sessions with few positive outcomes.

Another small group activity which is effective in encouraging participants to coverse initially, also provides opportunities for individuals to reflect on their personality characteristics. This activity simulates a teacher's lounge. Participants are told that there is a multi-sided table with teachers who have different personality characteristics seated at each of the different sides.

Participants are directed to select a group with whom they would most like to talk. All the students selecting a particular group exchange reasons for their selection and attempt to determine which personality characteristics they have in common. This process is repeated several times, each time allowing individual participants to converse with other group members (Ryan, Burkholder, and Phillips, 1983).

Analyzing the Environment Structure

An activity which promotes reflection in student teachers and should be included in an induction seminar is directed toward analyzing the classrooms including pupil desks, bookcases, entrances, windows, etc. (Evertson, et al., 1984). They look at traffic patterns, work-areas, areas where disturbances occur, e.g. If the pencil sharpener is located near an area which is used for small reading groups, then pupils sharpening their pencils during small group instruction cause a disturbance. Can this be remedied?

Students are encouraged to share their diagrams with other group members. Small group analyses often produce solutions to classroom arrangements that individuals are unable to determine.

In a related activity students draw diagrams of their classrooms as they would like them to be. Comparisons between the actual arrangements and the imagined arrangements are made. Discussions in small groups help them to identify means for creating positive environmental changes which could contribute to more effective teaching.

Developing Rules and Procedures

Other small group activities include the development of classroom rules and procedures. Frequently student teachers adapt to the rules and already established procedures of their cooperating teachers. They need to closely examine those

rules and procedures in terms of their own needs and objectives. Many new teachers never have had the opportunity to define just what they expect in their own classrooms. Rules and procedure development activities allow student teachers to have a structured opportunity to examine the daily operation and management of their placement classrooms and to reflect on the resulting situations.

Films

There are several films which emphasize the need for establishing specific rules and procedures for effective classroom management. Lee Canter's films on "Assertive Discipline" and another on Curvin and Mendler's approach to management provide meaningful examples of actual classroom situations. These films also provide valuable vehicles for discussion. The discussion centers on specific questions, such as: Would this work in your school? What assumptions about children and schools are apparent in this film?

Other films on the various approaches to management include those on behavior modification, Dodson's "Dare to Discipline", Glasser's film on "Dealing with Discipline", Marva Collins', "Success: The Marva Collins Approach", and a film which includes a number of authors speaking about authority and how to use it, "The Who, What and Why of Authority". All of these films are used as instructional or informational resources, but more importantly they provide a means to stimulate discussion, reflection, and analysis.

Case Studies

The Case Study Approach is frequently used in the student teacher seminar. Specific case studies are used in correlation with the various topics for discussion, i.e. When rules and procedures are discussed, several case studies which are specifically concerned with rules and procedures are presented. Students are divided into small groups to read, discuss, and determine alternatives or

solutions to the problems addressed in the case studies. After the small groups arrive at problem solutions, they present their ideas to the other groups. The class then tries to arrive at a consensus solution. The experiences and concerns related by the students during the sharing sessions at the start of each class also are used as "case studies."

Seminar Instructors

In our student teaching seminar we found that using a team-teaching approach is very successful. The use of a team approach enables us to respond more fully to the diverse nature of our particular seminar enrollment, which includes student teachers in elementary, secondary, special education, music, and art. Because the backgrounds of the instructors are complementary, they are able to relate more fully to a larger group of students. One instructor was trained as a general elementary teacher with specialization in reading and special education, and has extensive elementary teaching experience. The other instructor trained in science, mathematics, and computer education and taught a variety of science, mathematics, and environmental courses at both the junior high and senior high school levels. Both instructors have taught in several schools in a variety of cultural and socio-economic settings. The wide range of experience represented allows the instructors to respond at a personal level to students' questions and concerns, which increases credibility and effectiveness. It may also be significant that one of the instructors is male and the other is female.

The instructors make concerted efforts to act as teaching models whenever possible. They begin information or resource sessions with appropriate set inductions, state objectives, list proposed activities, include closure and comprehension or evaluation activities. In group discussions instructors use positive interpersonal communication techniques. Students are encouraged to

identify various lesson elements and interpersonal communication skills, as well as to discuss their effectiveness.

Resource Speakers

A valuable aspect of our student teaching seminar is the use of resource speakers. Speakers serve as an information base as well as discussants and facilitators.

In the beginning of the semester students are asked to indicate the areas in which they want more information through the use of a "needs inventory." During the semester group discussions reveal additional interests or concerns. If these interests or concerns can be more effectively addressed by resource speakers, then arrangements are made to bring them to class. Different groups of students have indicated different needs or interests and speakers are scheduled according to the expressed needs of the particular group.

Most groups of students indicate an interest in obtaining more information on teachers' organizations and unions, so union representatives are invited to speak. Most student teachers are keenly aware of the job market and are interested in obtaining information about possible positions. As a result, personnel officers from local school districts have provided valuable information on interviewing, projected positions, hiring practices, and evaluation procedures. A representative from the career planning and placement office at the university and the teacher certification officer frequently speak to the class and answer questions. One semester students indicated concerns about recognizing signs of child abuse and means for reporting to proper authorities. A social worker from community services was brought in to speak to the group.

Peer Support

One of the most important aspects of the student teaching seminar is the

opportunity for the students to receive peer support. Since the beginning of every class session starts with an exchange of concerns, problems, or just comments, students are constantly involved with one another. They become familiar with the classroom situations, specific concerns, and even individual pupils in the placement situations of each of the seminar members. They are able to help one another seek solutions and solve problems by offering suggestions or questioning. Often there are questions about how a suggested procedure worked or how a particular student problem is progressing.

Journal and Weekly Competency

Seminar students are required to keep a journal of their student teaching experiences. The use of journals is common in student teaching programs. While journals may take a variety of forms and fulfill several functions, the main aims are "....to facilitate intellectual processing, link the events of yesterday to today, annotate critical behaviors, and aid in conceptualizing classroom functions." (Wedman, et al., 1985) The journal also serves as a non-threatening cathartic outlet, especially valuable for the shy or non-verbal student. Students are encouraged to make entries on a regular, but not necessarily daily, basis. Required daily entries are likely to become burdensome and perfunctory rather than engendering reflective inquiry and honest self-evaluation.

In addition to general, reportive entries each student is also directed to identify a "weekly competency." This can be some specifically defined teaching behavior and an assessment of its success that the student concentrates on developing during the week. For example, a student teacher might decide to increase pupil participation by concentrating on calling on every student each day. The journal entries would record this specific goal and the progress toward achieving it. Students can decide on a different weekly competency each week, or

work on one for several weeks until they reach an acceptable level of success.

There is no required format for the journals. They are collected two or three times during the semester and reacted to, but not corrected, by the instructors. The process of writing concerns and goals is valuable in identifying and clarifying what are often complex emotion-laden issues. As such, they provide necessary opportunities for reflection and analysis.

In summary, student teacher reactions and our experiences in teaching the student teacher seminar have led us to make some observations about its effectiveness and implications for extensions of its format. The seminar is designed primarily to provide assistance and support, and the students are encouraged to analyze through reflection. Reflection is encouraged through the use of situational analysis, simulation activities, maintaining a log or journal of experiences, and peer discussions. The intent is to meet the individual needs of the diverse group of students included, by focusing session topics on indicated subjects and through the use of resource speakers. The general theme of the course centers around classroom management because this is the most frequently indicated need or interest of the student teachers.

Induction Seminar Proposal

The purpose of our student teaching seminar is to help student teachers attain the skills of self-evaluation and reflection which produce confident, effective teachers. An extension and reinforcement of this objective are proposed for an induction seminar format. Research has identified a number of problem areas for beginning teachers. New teachers are usually concerned about instruction and achievement of their students, classroom management and discipline, relationships with parents, community, colleagues, administrators, and feelings of isolation (Cruickshank, 1981; Applegate, et al., 1977). To address these concerns a complete and comprehensive induction program should include the following elements: provisions for acquiring additional knowledge and skills; opportunities to develop attitudes which foster effective teaching performance; help in recognizing and managing the effects of isolation; aid in integrating into the school district and community; as well as increasing the likelihood that the new teacher will continue in the career as a productive and competent professional (Johnston, 1985).

The process of teacher education or preparation has changed markedly in recent decades. Gone are the days when anyone with a college degree is considered capable of teaching, except in certain states in some subjects. Despite the addition of numerous courses in pedagogy and a variety of mandated early field experiences for prospective teachers, there remains a concern, one that seems to be growing in recent days, over the quality of teachers at all levels in all subjects. Accountability is the current watchword. Most induction programs described in the growing literature seem to be primarily interested in determining

whether newly "minted" teachers are acceptable (Burke, 1985; Defino and Hoffman, 1984; Edwards, 1984; Griffin, 1985). There appears to be a belief that a few observations and rating during the first year of teaching can tell more than the previous four (or more) years of schooling and training, including an extensive student teaching experience.

There is no doubt that some external assessment of observable teaching skills is appropriate, probably for experienced teachers as well as beginners. While we have focused on a seminar for student teachers previously, it should be mentioned that assessment, evaluation, and feedback are provided by the student teachers' cooperating teachers and university supervisors. Such assessments are designed to insure the quality of entry level teachers. We assume in our induction model that some assessment of observable teaching competencies will be conducted by school personnel to identify strengths and weaknesses. What happens to teachers who "pass" these assessments? Is there any reason to believe that acceptable beginning teachers will continue in the profession or develop into "master" teachers? Are assessment oriented induction programs intended to merely insure the quality of beginning teachers or to improve the overall quality of teaching and the status of the profession? Does meeting the needs of school districts by providing "competent" beginning teachers also meet the needs of those teachers? (Schlechty, 1985)

Such questions led us to examine our own practices as well as the literature relating to teacher needs and concerns. It is clear that the concerns and needs of beginning teachers include teaching skills or competencies. It is also clear that beginning teachers also experience some psychological and philosophical difficulties. It is becoming increasingly apparent that teaching skills are not sufficient to insure that teachers will stay in the profession and develop the

problem solving skills, attitudes, and abilities to thoughtfully reflect and anaylze instructional situations generally considered indicative of "master" teachers. It would seem, in fact, that the emphasis on external assessment might even interfere with the development of the ability to internally assess and evaluate one's own performance as a teacher.

The fact remains that despite increased field experiences and required courses in teacher training programs, new teachers experience "reality shock" (Veenman, 1984). It seems unlikely that teacher education programs can ever fully prepare beginning teachers for the changes in responsibility, time commitment, and isolation which occur between being a student and a teacher. It is our experience that assessment oriented induction programs increase rather than decrease the pressures felt by beginning teachers. Our feeling is that rather than place more pressure on the new teachers some effort should be made to support them in the development of appropriate "coping strategies", and in the process develop the self-assessment, evaluative, and reflective skills likely to result in continued, long-term success as a teacher. In our student teaching seminar we have attempted several activities and approaches which seem to assist in the development of competent, thoughtful teachers.

Student teachers and beginning teachers share many of the same problems and concerns. The most important and prevalent of these are discipline and classroom management. A meta-analysis of studies of beginning teachers' concerns indicate discipline to be the primary concern (Veenman, 1984). Other studies also show that discipline is a major concern of beginning teachers, which tends to diminish in importance with experience (Gaede, 1976). Certainly, there are other concerns, some of which do not diminish with experience. Many of these concerns are beyond the realm of control of most teachers, such as class size,

inadequate materials, and unsatisfying social position. For these reasons our student teaching seminar centers on discipline and classroom management. These topics are sure to elicit student interest and participation. In addition, they provide an excellent vehicle for the development of self-assessment and reflective skills.

Induction programs for new teachers are generally intended to ease the transition from student teaching to full and continued participation in the teaching profession. Teacher induction programs usually fall into two categories. One model is concerned with assessment of observable teaching skills or external evaluaion as a primary goal. The other models directed toward providing support and assistance with the intent of developing reflection or internalized evaluation as a primary goal. Our experiences in teaching the student teacher seminar provide us with a basis for making some recommendations for the goals, staffing, organization, strategies, and materials for an induction program seminar which is primarily concerned with an assistance and support model.

We have identified the following as reasonable goals for such a seminar.

1. Developing a psychological support system for the teacher, focusing on self-perception and attitudes likely to result in increasing commitment and retention.
2. Assisting the development of acceptable methods for solving problems which typically confront new teachers, especially methods of classroom management and discipline.
3. Helping new teachers develop the skills necessary to transer the pedagogic theories received in pre-service courses into appropriate teaching practices.

4. Providing experiences for the new teachers in which they can begin to develop professional attitudes and the analytic and evaluative skills necessary to maintain a high level of proficiency in a continually changing profession.

Our experiences in teaching student teaching seminars have led us to make the following recommendations for an effective induction seminar format.

Focus and Theme

Research on the problems of beginning teachers has indicated that one of the strongest concerns is classroom management and discipline (Applegate, et al., 1977; Veenman, 1984; Gaede, 1976). During preservice training, student teachers operate within the classrooms of experienced teachers. The management procedures in use are either arranged prior to the student teacher's arrival or set up and supervised by the cooperating teacher. While student teachers may be given opportunities to experiment with various presentation styles or different materials, they are less likely to be given as much flexibility in general classroom management. They are usually expected to adhere to the existing situation. Although student teachers list management as a major concern, it is not until the first year of teaching that they must face the sole responsibility of setting up and maintaining a management system. It is during this time that a readiness to explore and practice different management and discipline plans develops and becomes intense. For this reason a theme for induction seminars should include management as a focus.

Although classroom management and discipline should be a primary focus of the induction seminar, there should be a built-in flexibility as well. Individual concerns need to be taken into consideration in the areas or topics to be addressed. Grant and Zeichner (1981) and Ryan et al. (1980) found that concerns of beginning teachers were extremely diverse. To meet these diverse needs, provisions should

be made to elicit suggestions from seminar participants concerning other themes and topics to be included. Suggested topics and areas of interest could include district curriculum innovations, record keeping procedures, parent conferences, procedures for referral and assessment of pupils with suspected learning problems, grading, or relationships with colleagues and administrators.

Induction seminars should include themes or topics which help the beginning teacher cope with reality shock, isolation, anxiety, and self-doubt. It is important to recognize that these concerns and problems do occur and that they can be minimized (Lortie, 1975; Rosenholtz and Kyle, 1984).

Resource Speakers

Addressing the diversity of needs of beginning teachers involved in an induction seminar can be achieved by including a variety of resource speakers. Speakers can serve as different information sources on issues and themes from "How to effectively utilize district material resources" to "How to deal with anxiety and stress". They can discuss different aspects of assessment and evaluation or present information in various subject areas.

Speakers can include district administrators, representatives from teachers' organizations, mentor or "master" teachers, and community service workers who interact with the schools. It is important to tailor the scheduled speakers according to the expressed needs of the seminar participants.

Instructors/Facilitators

Induction course instructors should be university faculty or perhaps teacher center associates rather than school district personnel. New teachers are sometimes uncomfortable with district administrators or curriculum coordinators whom they perceive as being in evaluative positions. They are often reluctant to discuss problems or concerns which they are experiencing in their classroom for

fear of receiving low marks on evaluations and jeopardizing their jobs. That very basic fear can be reduced by creating a situation which will allow them to express themselves openly without fear of external evaluation. This can be accomplished by using university personnel, not connected with the district evaluation system, to facilitate the course. Sometimes university faculty members can be out-of-touch with what is happening in the schools. This problem can be overcome by 1) using clinical faculty members, those accustomed to working and supervising in the schools, 2) using speakers from the district to provide information which is district-specific, 3) having course instructors work closely with mentor teachers assigned to beginning teachers, and 4) allowing course participants to structure the induction course to meet their needs. In this way the university instructors function primarily as facilitators, coordinators, and reactors, rather than evaluators.

The use of a team-teaching approach has strong advantages for an induction seminar. Induction seminars will necessarily include beginning teachers from diverse backgrounds, teaching in different schools at different grade and subject levels. The presence of facilitators with different backgrounds, interests, and personalities increases the chances that the new teacher will be able to relate and successfully communicate.

Support

The responsibility for provididng induction programs should be shared. Several organizations or groups have been identified which should cooperate in the operation or coordination of such programs: the university, the school, the community, and state agencies (Howsam, Corrigan, Denemark, and Nask, 1976).

The induction seminar should be supported by the university as a regular college credit course. The school district should provide released time for the beginning teachers to attend the course, as well as providing tuition reimbursement.

It should also be added that released time for experienced teachers serving as mentor-teachers needs to be included in the district support (Howsam, Corrigan, Denemark, and Nask, 1976).

Teacher centers and regional service centers canprovide support or even take responsibility for coordinating induction seminars. The major concern should be that significant commitments are made to the long term provisions for induction programs for beginning teachers, since research indicates their initial concerns continue for several years.

Location and Scheduling

It is important that the induction seminar be held away from the school site where the new teacher is employed. Although the convenience of a seminar within the building may be appealing, it is out-weighed by the level of anxiety produced by the fear of "someone hearing" expressed concerns and problems. Getting away from the school site to another location often provides needed perspective for the beginning teacher.

In the early weeks and months of a beginning teacher's experience frequent, regular meetings are necessary for support. New teachers are sometimes reluctant to take time away from planning or classes to attend induction seminars, as they feel pressured for time and their tasks seem overwhelming. It is important to provide a scheduled time on a weekly basis during the first months of a new teacher's assignment, later it may be appropriate to meet less frequently, perhaps twice a month.

School districts need to cooperate in the induction process by providing released time for new teachers to attend induction seminars. This will help to alleviate the feeling of "one more after school meeting" and demonstrate the importance of participation.

Program Components for Induction Seminar

The activities which are proposed for the induction seminar focus on developing attitudes which will aid in self-evaluation and reflection. They are designed to provide the new teacher with skills which will assist in the development of methods for problem solving, transferring the theories learned in pre-service training to appropriate teaching practices, and to provide a support system during this crucial transition period.

Initial activities which will provide feelings of security and establish the basis for the peer support system need to be included. There are numerous means to structure activities which will accomplish these ends. Several exercises of this type are described in the student teaching seminar section of this paper.

Activities which will allow beginning teachers to define their own style in management are important, and should be included early in the induction seminar schedule. These activities not only provide new teachers with valuable insights about their own needs and beliefs, but also provide opportunities for meaningful discussions. One such activity consists of a series of statements concerning classroom management and discipline procedures. The participants sort and categorize the statements according to those which are most important and least important to them as individuals.

Exercises which allow participants to use the seminar time to reflect on their own needs and then make some concrete decisions about future actions or procedures are helpful and should be included. The activity called, "Analyzing the Environmental Structure," in which the participant diagrams and analyzes the classroom arrangement and the traffic patterns, etc. provides an opportunity to affect positive environmental changes for the inductee. Evertson, et al. (1984) a & b describe a number of worthwhile activities, checklists, and related case studies

which will allow new teachers to analyze their environment in terms of efficiency and positive learning climates.

The use of films will provide the opportunity for the beginning teacher to gain information on various aspects of discipline and management in particular. There are several which have proven useful in stimulating discussions, as well as providing realistic views of the specific approach described.

Peer Support

Certainly, one of the most valuable aspects of an induction seminar is the opportunity for begining teachers to receive peer support. Frequent, regular meetings with individuals who are experiencing similar situations and concerns provide new teachers with an exchange of views, as well as preventing the feelings of isolation. Isolation presents a real problem and concern even for experienced teacher (Rosenholtz and Kyle, 1984).

Any induction seminar should schedule time for a relaxed, non-threatening discussion period where new teachers are able to express themselves freely. In addition to discussion periods, workshop periods should be included where materials or ideas can be exchanged.

Conclusion

Although much is known about the problems and concerns of beginning teachers, little is known about programs to aid in this crucial transition period. Educators must draw from related experiences in designing programs for teacher induction initially, until more empirical information is available (Griffin, 1985). Our experiences in teaching student teacher seminars has led us to make some deductions about induction seminars. The assistance and support model which encourages self-evaluation through reflection appears to include the necessary elements to provide new teachers with needed skills to prevent, reduce, or manage

many of the problems with which they are likely to be confronted. Frequently scheduled sessions which allow time for extensive peer support in a non-evaluative atmosphere should be basic in induction seminar design. More than ever before, there is a need for cooperation among concerned groups. School districts, university educators, regional service centers, and state agencies should work together to provide the information and support, both instructionally and financially, to create a successful and on-going program. Flexibility and the means to individualize programs to meet the needs of the participants are critical elements in planning. Recent critiques of teacher education programs seem primarily concerned with the skills and competence of beginning teachers. Teaching competence and general, as well as specific, knowledge are important factors in teaching success, but they are not sufficient to insure the development of the reflective, analytic and problem solving skills required for continued growth and success in the teaching profession. A properly structured and staffed induction program seminar can help the transition from student teacher to the profession of teaching.

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